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ABSTRACT

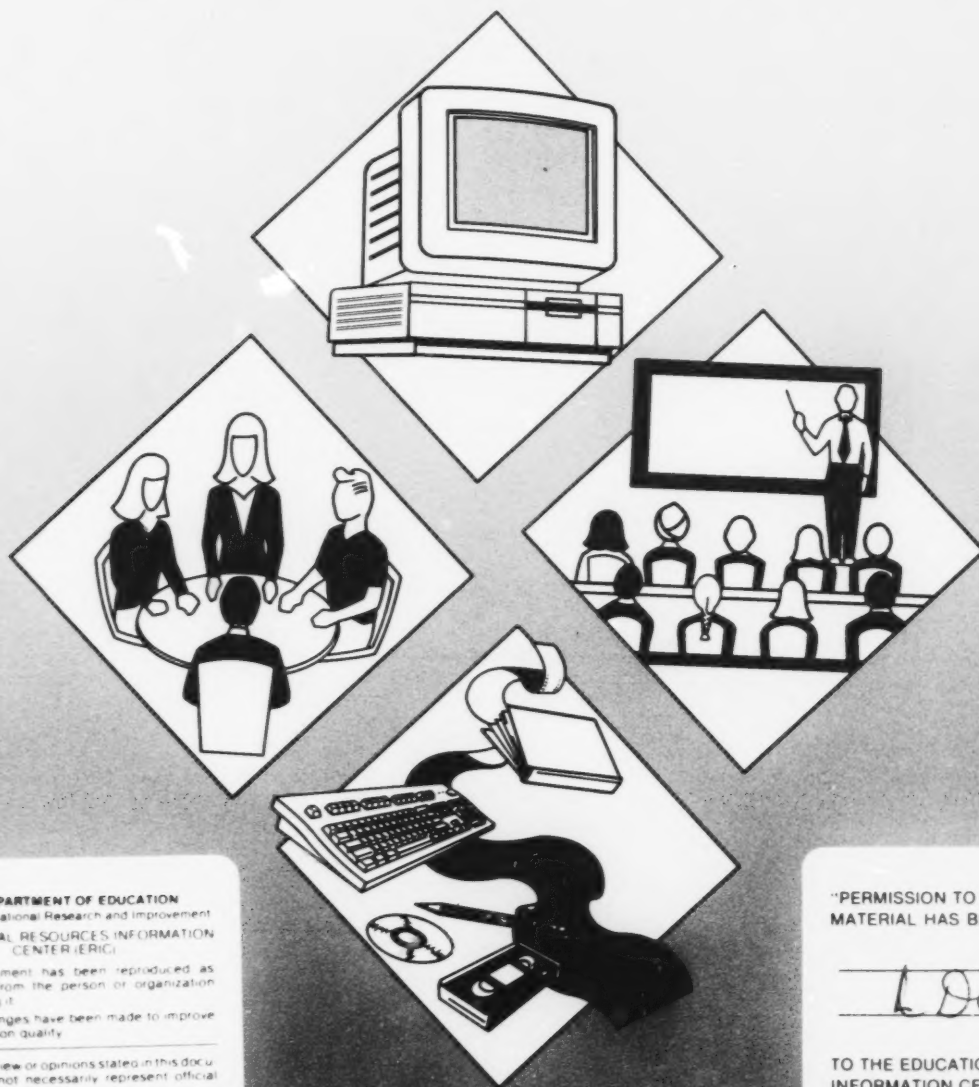
This curriculum guide was developed for an advanced half-credit course in a series of two that deal with keyboarding skills for high schools and elementary grades in Manitoba. The course is designed to improve a student's ability to manipulate a keyboard by reinforcing confidence and improving the functional skill level. The guide includes the following components: (1) an employability skills profile; (2) recommended program patterns for business education courses; (3) rationale for the program; (4) evaluation methods; (5) time allotments; (6) goals and objectives; and (7) five units of study. The units cover a review of introductory keyboarding, keyboarding skills development, advanced formatting, composition, and production. Units consist of a goal, objectives, and teaching methods keyed to the objectives. A bibliography listing 39 texts and an address for business education materials completes the guide. (KC)

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Advanced Keyboarding 25G

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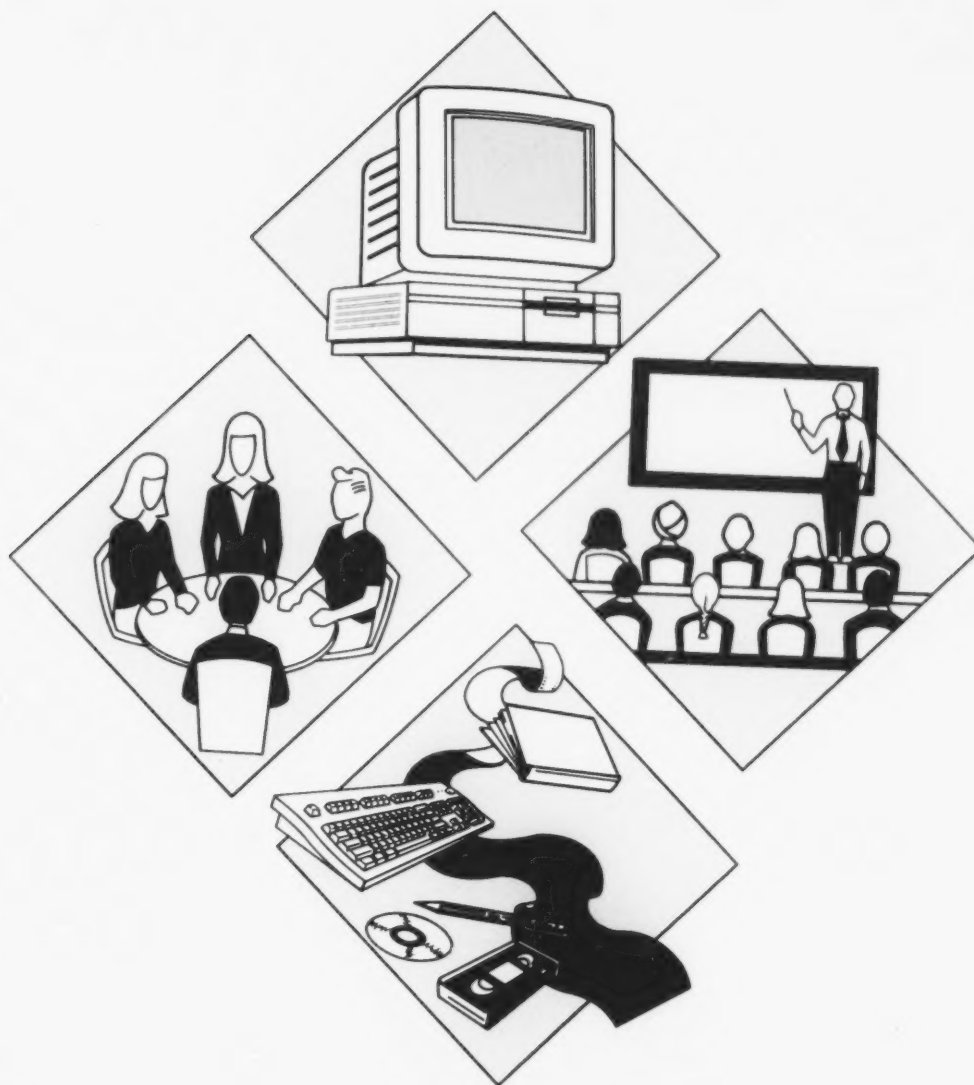
Interim Guide

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Advanced Keyboarding 25G



Interim Guide



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Manitoba
Education
and Training



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ADVANCED KEYBOARDING 25G

This guide replaces, in part, the Typewriting 102, 202, and 302 guides of 1982, and becomes effective September, 1993. The contents have been developed as part of the review of the Business Education cluster of courses which are affected by computer technology.

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EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who are able to

Communicate

- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend, and use written materials, including graphs, charts, and displays
- Write effectively in the languages in which business is conducted

Think

- Think critically and act logically to evaluate situations, solve problems, and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields, e.g., skilled trades, technology, physical sciences, arts and social sciences

Learn

- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who demonstrate

Positive Attitudes and Behaviours

- Self-esteem and confidence
- Honesty, integrity, and personal ethics
- A positive attitude toward learning, growth, and personal health
- Initiative, energy, and persistence to get the job done

Responsibility

- Ability to set goals and priorities in work and personal life
- Ability to plan and manage time, money, and other resources to achieve goals
- Accountability for actions taken

Adaptability

- Positive attitudes toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done – creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results.

Canadian employers need people who are able to

Work with Others

- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

There is a growing concern that many young people do not see the direct relevance of what they are learning in school to their needs in later life. The Conference Board of Canada has identified the critical skills, qualities, and abilities that students will require to make a successful transition from school to work. These skills are developed through a variety of life experiences provided by parents, integrated educational approaches in schools, post-secondary institutions, actions that support skill development on the job, and formal and informal opportunities for updating skills throughout life.

RECOMMENDED PROGRAM PATTERNS

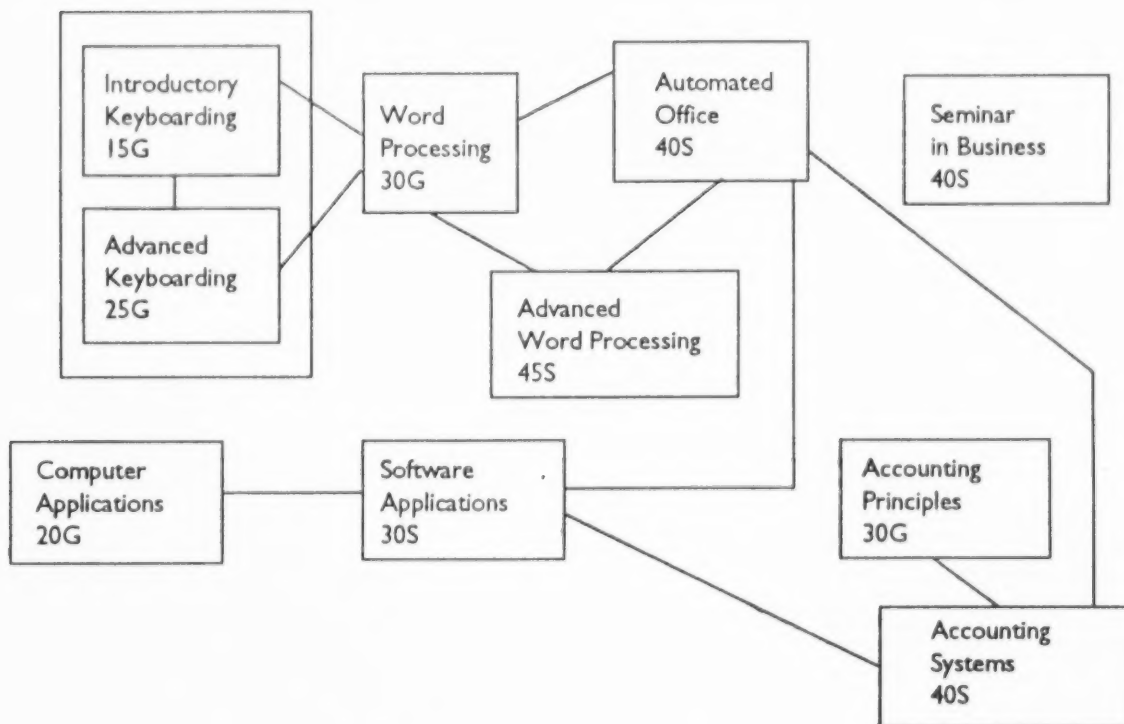
This flowchart is meant to provide schools with a recommended sequence of studies for the new Business Education courses. While the prerequisite to any course is at the discretion of the school, the skill development as shown in the flowchart is recommended. However, it is left to schools to schedule courses and to advise students based upon the educational readiness of individual students.

Exploration of
Business 10G/15G*

General Business 20G/25G*
Retailing 20S

Business Principles 30G
Shorthand and
Transcription 30S
Promotions 30S
Relations in Business 30S

Economics 40G
Law 40G
Shorthand and
Transcription 40S
Management 40S
Marketing Practicum 40S



* Under development

RATIONALE

Advanced Keyboarding 25G is the advanced half-credit course in a series of two that deal with keyboarding skills. It is designed to improve a student's ability to manipulate a keyboard by reinforcing confidence and improving the functional skill level. **Advanced Keyboarding 25G** is recommended for all students, regardless of the intended use of their keyboarding skills. It is a half-credit course that may be used as a guideline to improve keyboarding skills at any grade level after **Introductory Keyboarding 15G** has been completed or equivalent skills have been acquired.

Whereas keyboards associated with computers are commonly found in the elementary grades, it is important that teachers integrate **Advanced Keyboarding 25G** wherever students use computers. It is recommended that school divisions solicit the advice of teachers trained in business education skills in implementing a division-wide keyboarding strategy.

The need for proficiency in using keyboards is evident in most occupations. Keyboards are the most common input devices to computers in control of communications, data management, industrial controls, scientific measurements, and personal computing. For these occupational and avocational reasons, keyboarding is a lifeskill which has value for all students irrespective of their goals, level of study, and school-based applications.

Advanced Keyboarding 25G has been prepared for the tenth grade (Senior 2) level. However, it is recognized that throughout the province there exists a wide range of computer usage in schools. Some schools provide formal keyboarding instruction at the primary level; some schools provide no formal instruction, but provide access to computers at an early stage.

Advanced Keyboarding 25G is designed to reinforce proper keyboarding techniques for students in senior years (senior 1-4) to enable them to keyboard with accuracy and speed and to produce meaningful output in an efficient manner. As well as improving keyboarding skills, students are provided with activities that are designed to enhance their capabilities of composing and developing documents at the keyboard which are appropriate in difficulty to their grade level.

If students need to improve their keyboarding skills at the elementary school level, **Advanced Keyboarding 25G** is recommended as a guideline to instruction. If students receive their first introduction to keyboarding skill at the secondary level, **Advanced Keyboarding 25G** should be offered immediately following completion of **Introductory Keyboarding 15G**.

EVALUATION

All students should have completed **Introductory Keyboarding 15G** or have acquired equivalent skills before enrolling in **Advanced Keyboarding 15G**. The term "mailable document" is used throughout this course. The criteria for a mailable document are

- No keyboarding or spelling errors
- Composition, grammatical structure, and punctuation should be correct
- Format should conform to accepted standard

Advanced Keyboarding 25G is a half-credit course designed to allow all students to apply their keyboarding skills in the production of meaningful material. Keyboarding skills, language skills, document formatting, display techniques, and creativity enhancement should be the major components of this course.

Recognizing the learning theories associated with keyboarding skill development, periodic testing is recommended for strengthening the value of feedback and achievement. Student achievement is usually a matter of kinesthetic response development, and is usually observed to be developed in stages. Speed and accuracy should be developed through intensive and directed drill sessions while composition and production activities should be numerous and varied. Vocational standards are not part of this course but productivity concepts may be introduced in the applications exercises.

The emphasis in evaluation should be on proper keyboarding techniques, accuracy, speed, composition, and production. Evaluation for accuracy should be a maximum of one error per minute. Students should be able to keyboard at a rate of 30-40 words a minute.

Guidelines for Evaluation

Keyboarding Skills Development		30%
Technique	10%	
Accuracy/Speed	20%	
Advanced Formatting		30%
Composition		15%
Production		25%
		—
		100%

TIME ALLOTMENTS

Advanced Keyboarding 25G is a half-credit course that has been developed and approved by Manitoba Education and Training for general purposes. It represents 55-60 hours of instruction.

The following guidelines for time allotments are recommended

UNITS	HOURS
1. Review of Introductory Keyboarding	5
2. Keyboarding Skills Development	12 — 17
3. Advanced Formatting	20
4. Composition	10
5. Production	10
	57 — 62

GOALS AND OBJECTIVES

Goals

- To have students review introductory keystroking, editing, composing and formatting techniques
- To provide students with advanced skills in keyboarding
- To teach students advanced centring, tabulation, correspondence, report and outline formatting procedures
- To have students compose various documents at the keyboard
- To have students produce timed mailable documents

Objectives

UNIT 1: REVIEW OF INTRODUCTORY KEYBOARDING

Keystroking

Students should be able to

- demonstrate alphanumeric touch keyboarding with an average speed of 25-30 wpm with a maximum of one error per minute

Editing and Composing

Students should be able to

- edit and proofread a document meeting all mailable standards
- compose a mailable document relevant to grade level

Formatting

Students should be able to

- format characters and paragraphs with proficiency

UNIT 2: KEYBOARDING SKILLS DEVELOPMENT

Keystroking

Students should be able to

- demonstrate touch alphanumeric keyboarding with a speed of 30-40 wpm with a maximum of one error per minute

UNIT 3: ADVANCED FORMATTING

Centring

Students should be able to

- centre text between the left and right margins or over a given point on a line
- centre text on a page with equal top and bottom margins

Tabulation

Students should be able to

- create and edit vertical rows and columns of data using the tab key and tab settings
- centre the tabulation vertically and horizontally
- centre column headings over the columns where the column heading is shorter than the column
- centre columns under the column heading where the column heading is longer than the column

Correspondence

Students should be able to

- produce mailable letters, memoranda and labels

Reports and Outlines

Students should be able to

- produce mailable reports and outlines

UNIT 4: COMPOSITION

Composition

Students should be able to

- compose memoranda, letters and reports

UNIT 5: PRODUCTION

Production

Students should be able to

- produce a variety of mailable documents within a specified time

ADVANCED KEYBOARDING 25G

UNIT 1: REVIEW OF INTRODUCTORY KEYBOARDING

GOAL: To review introductory keystroking, editing, composing and formatting techniques.

OBJECTIVES	METHODS
1.0 Keystroking Students should be able to 1.1 demonstrate alpha-numeric touch keyboarding with an average speed of 25-30 wpm with a maximum of one error per minute	 Review proper finger placement and movement. Review correct posture.
2.0 Editing and Composing Students should be able to 2.1 edit and proofread a document meeting all mailable standards 2.2 compose a mailable document relevant to his/her grade level	 Basic editing, composing and proofreading procedures should be reviewed.
3.0 Formatting Students should be able to 3.1 format characters and paragraphs with proficiency	 Character and paragraph formats should be reviewed.

UNIT 2: KEYBOARDING SKILLS DEVELOPMENT

GOAL: To provide students with advanced skills in keyboarding.

OBJECTIVES	METHODS
1.0 Keystroking Students should be able to 1.1 demonstrate touch alphanumeric key-boarding with a speed of 30-40 wpm with a maximum of one error per minute	Use diagnostic/prescriptive techniques to improve the student's keystroking performance. Accuracy and speed drills should be practiced every class. Timings of various lengths should be incorporated into each lesson progressing up to five-minute timed writings.

UNIT 3: ADVANCED FORMATTING

GOAL: To teach students advanced centring, tabulation, correspondence, report and outline formatting procedures.

OBJECTIVES	METHODS
1.0 Centring Students should be able to 1.1 centre text between the left and right margins or over a given point on a line 1.2 centre text on a page with equal top and bottom margins	Introduce the centring code. (In cases where equipment does not have a centring code use the horizontal backspacing method to centre a line of text.) Introduce the centre page code. (In cases where hardware or software does not have a centre page code use the mathematical method of counting lines or spaces to calculate the vertical centre of the page.)
2.0 Tabulation Students should be able to 2.1 create and edit vertical rows and columns of data using the tab key and tab settings 2.2 centre the tabulation vertically and horizontally	Introduce students to the different styles of tabs, with or without leaders • Left aligned • Right aligned • Decimal aligned • Centre

UNIT 3: ADVANCED FORMATTING	
OBJECTIVES	METHODS
2.3 centre column headings over the columns where the column heading is shorter than the column 2.4 centre columns under the column heading where the column heading is longer than the column	
3.0 Correspondence Students should be able to 3.1 produce mailable letters, memoranda and labels	Introduce full-block and simplified format styles for the common types of business correspondence. Business correspondence may be keyed in from arranged and unarranged material in typed, rough draft or handwritten formats.
4.0 Reports and Outlines Students should be able to 4.1 produce mailable reports and outlines	Introduce reports in manuscript style and newspaper style. References, endnotes, footnotes, bibliographies, tables of contents and title pages should be introduced with reports.

UNIT 4: COMPOSITION

GOAL: To have the student compose various documents at the keyboard.

OBJECTIVES	METHODS
1.0 Composition Students should be able to 1.1 compose memoranda, letters and reports	Compositions should begin with one or two sentences progressing to paragraphs and gradually building into documents consisting of three, four or more paragraphs.

UNIT 5: PRODUCTION

GOAL: To have students produce timed mailable documents.

OBJECTIVES	METHODS
1.0 Skill Building Students should be able to 1.1 produce a variety of mailable documents within a specified time	Tabulation, correspondence, reports and composition should be integrated to allow students to develop effective keyboarding skills, to acquire the ability to think and solve problems while keying and to produce mailable documents.

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RESOURCE

For current materials that can be used in the business education classroom, obtain a membership (\$20 fee) in the

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